DOCUMENT RESUME

ED 312 017 JC 890 527

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TITLE Report of the Task Force on Continuing Education and Non-Credit Instruction.
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE Oct 89
NOTE 49p.
PUB TYPE Viewpoints (120) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Continuing Education; Educational Finance; Evaluation Criteria; Evaluation Methods; *Financial Policy; *Financial Support; Lifelong Learning; *Noncredit Courses; *State Aid; *Statewide Planning; Two Year Colleges
IDENTIFIERS *Virginia

ABSTRACT

The Task Force on Continuing Education and Non-Credit Instruction was appointed to develop specific strategies for expanding lifelong learning and non-credit instruction in the Virginia community colleges. The task force reviewed a report on the state funding of non-credit instruction; wrote to the community college coordinating offices in 17 states to obtain information on lifelong learning and non-credit instruction; and conducted on-site visits to institutions and statewide coordinating offices in 7 states. The task force found Virginia nearly alone in its lack of funding support for continuing education non-credit instruction and the only state requiring that noncredit course fees pay for general overhead costs in addition to all direct costs. The following guidelines were proposed to ensure appropriate state funding for non-credit instruction: (1) non-credit continuing education courses that are designed to provide occupational skills/knowledge or otherwise contribute to economic development, courses addressing the problems of state and local governments, and courses designed to meet the needs of disadvantaged populations should be eligible for state funding; (2) state-supported non-credit courses shall meet specific quality standards; and (3) avocational and recreational courses shall be specifically excluded from state funding support. Criteria proposed as the basis for determining the amount of state support included the following: 15 contact hours in a non-credit course shall equal one semester credit in computing an equated annual full-time equivalent student (FTES); FTES generated from qualified non-credit courses shall be funded at the same rate as FTES generated by credit courses; and there shall be a common fee structure for the system. Reports on site visits are appended. (AYC)

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Report of the Task Force on Continuing Education and Non-Credit Instruction

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October 1989

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VIRGINIA COMMUNITY COLLEGE SYSTEM

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REPORT OF THE TASK FORCE ON CONTINUING EDUCATION AND NON-CREDIT INSTRUCTION

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VIRGINIA COMMUNITY COLLEGE SYSTEM

VIRGINIA COMMUNITY COLLEGE SYSTEM

REPORT
OF THE
TASK FORCE ON CONTINUING EDUCATION AND NON-CREDIT INSTRUCTION

EXECUTIVE SUMMARY

The Task Force on Continuing Education and Non-Credit Instruction was appointed to develop specific strategies for implementing the recommendations contained in the VCCS Long Range Plan, Toward the Year 2000: The Future of the Virginia Community College System, concerning lifelong learning and non-credit instruction. The recommendations contained in the VCCS Long Range Plan are summarized as follows:

- The VCCS should expand opportunities for lifelong learning, which is fundamental to the comprehensive mission of community colleges.

- The State Board for Community Colleges should request state funding support for specified areas of non-credit instruction.

- Non-credit courses receiving state funding support should meet defined standards to assure quality comparable to credit instruction.

In order to gain a better understanding of national trends pertinent to the above recommendations, the task force took the following action:

- Reviewed a report published by the American Council on Education on state funding of non-credit instruction.

- Wrote to the community college coordinating offices in 17 states to obtain information on lifelong learning and non-credit instruction.

- Conducted on-site visits to institutions and state-wide coordinating offices in 7 states.

As the result of the above action, the task force found the following:

- Virginia is nearly unique in its lack of funding support for continuing education non-credit instruction.

- Only Virginia requires that fees charged to participants in continuing education non-credit courses must pay for general overhead costs (calculated at 30% of direct costs) in addition to covering all direct costs.

The task force concluded that if the Virginia Community College System is to fulfill its comprehensive mission, appropriate state funding needs to be provided for non-credit instruction. The following policy guidelines are proposed for funding non-credit instruction:

- Non-credit continuing education courses in the following classifications shall be eligible for state funding support:

  Area 1: Courses which are designed to provide occupational skills and/or knowledge, or otherwise contribute to economic development.

  Area 2: Courses designed to help in the solution of problems confronting local and state government.

  Area 3: Courses designed to address the needs of targeted populations such as displaced homemakers, the educationally or economically disadvantaged, the functionally illiterate, immigrants, incarcerated persons, senior citizens, the unemployed or underemployed, and welfare and public assistance recipients.

- To be eligible for state funding support, non-credit courses in the above categories shall meet specific quality standards.

- Specifically excluded from eligibility from state funding support shall be courses designed for avocational or recreational purposes.

The following criteria are proposed as a basis for determining the amount of state funding support:

- 15 contact hours in a non-credit course shall equal one semester credit for the purpose of computing an equated annual FTES.

- Full-time equivalent student enrollment (FTES) generated from qualified non-credit courses shall be funded at the same rate as FTES generated by credit courses in the residual (22:1 student:faculty ratio) category.

- There shall be a common fee structure for the VCCS, approved by the State Board for Community Colleges, and variable by course classification.

It is proposed that the above policy and funding proposal be considered by the Chancellor and the State Board for Community Colleges for submission to the Governor for consideration at the 1991 session of the General Assembly for implementation effective the 1991-92 fiscal year.

VIRGINIA COMMUNITY COLLEGE SYSTEM

REPORT
OF THE
TASK FORCE ON CONTINUING EDUCATION AND NON-CREDIT INSTRUCTION

Introduction

The Task Force on Continuing Education and Non-Credit Instruction was appointed to develop specific strategies for implementing the recommendations contained in the VCCS Long Range Plan, Toward the Year 2000: The Future of the Virginia Community College System, concerning lifelong learning and non-credit instruction. The recommendations contained in the VCCS Long Range Plan are summarized as follows:

- The VCCS should expand opportunities for lifelong learning, which is fundamental to the comprehensive mission of community colleges.
- The State Board for Community Colleges should request state funding support for specified areas of non-credit instruction.
- Non-credit courses receiving state funding support should meet defined standards to assure quality comparable to credit instruction.

Background

Continuing Education has been an integral part of the Virginia community College System since its establishment in 1966. In defining a comprehensive community college, Section 23-214(a) of the Code of Virginia states the following:

> "'Comprehensive community college' means an institution of higher education which offers instruction in one or more of the following fields:
>
> (1) Freshman and sophomore course in arts and sciences acceptable for transfer in baccalaureate degree programs,
>
> (2) Diversified technical curricula including programs leading to the associate degree,
>
> (3) Vocation and technical education leading directly to employment,
>
> (4) Courses in general and continuing education for adults in the above fields."

The mission statement for the Virginia Community College System, as approved by the State Board for Community Colleges, is consistent with the Code of Virginia. The mission statement includes the following:

> "The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible...Occupational/technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled."

The inclusion of continuing education as a part of the mission of the community college system, as well as having continuing education authorized by statute, is consistent with national community college trends. In order to gain a better understanding of national trends, the task force took the following action:

- Reviewed a report published by the American Council on Education on state funding of non-credit instruction.
- Wrote to the community college coordinating offices in 17 states to obtain information on lifelong learning and non-credit instruction.
- Conducted on-site visits to institutions and state-wide coordinating offices in 7 states.

Summary of Findings

American Council on Education Report

The American Council on Education report, entitled State Funding of Non-Credit Postsecondary Education and Training for Adults, was published in 1986. The introduction to the report stated:

> "The Commission on Higher Education and the Adult Learner undertook the study after receiving an inquiry from a state that does not fund non-credit instruction but is under pressure to reconsider its position; they sought information about how other states have solved the problems they now face. Based on our returns, close to 60% of the states underwrite part or all of the cost of at least some kind of non-credit instruction at the postsecondary level."

The American Council on Education report included the following statement:

> "When designing programs, the states tend to specify, in addition to the funding source, three key parameters: the program objectives and strategies which, in turn, constrain the content; the authorized provider, and the clientele to be served. The community colleges, along with their two-year vocational counterparts variously called area vocational schools or centers and technical schools or institutes, are by far the providers of choice. A few extend programs to the state colleges and universities and still fewer fund programs established through RFP's and contracts with non-public institutions and organizations."

The report further stated:

> "Both program objectives with their associated strategies and the clientele being served are evident in each of five 'threads' that are woven into the fabric of state-funded non-credit education and training. We described these threads as:
>
> General Public Education
> Occupational Skill Improvement
> Focus: Economic Development
> Targeted Populations
> Comprehensive Solutions
>
> The threads differ because each state seems to see its problems in its own terms, in one case as an economic problem, in another as a social problem, and in still another as an educational problem."

The first four categories are pertinent to the Virginia Community College System. The ACE report defined the first category, General Public Education, as follows:

> "This is the historic function of non-credit 'continuing education,' best illustrated by the community service role of the community college and, in a few states, by state colleges and universities. It antedates the other threads by two or three decades and, where available, serves the general public with an array of courses and programs, for which one may register with minimum barriers...Based on our returns, nine states -- Florida, Illinois, Iowa, Maryland, Michigan, North Carolina, Oregon, Utah and Wisconsin--provide funding for non-credit offerings with relatively few restrictions on the subject matter."

The second category, Occupational Skill Improvement, is defined in the ACE report as follows:

> "Concerned about the general level of occupational skill in the labor force in relation to employment needs and opportunities, a number of states have undertaken to fund both entry level occupational education and training and the upgrading and updating of skills in the existing work force...The first group could be the nine states discussed in the preceding section on General Public Education. All of them offer occupational courses, entry level and advanced, but differ from the states in this category by funding, in addition, non-occupational courses and programs...A second group of eight states -- Alaska, California, Georgia, New Jersey, Pennsylvania, Texas, Vermont, and Wyoming -- meets the same general criteria as the General Public Education states...except that they limit the content of funded courses and programs to essentially job-related subject matter...A third group of 13 states seems to have similar objectives for improving occupational skill levels...And these programs are more directive, often targeted to specific occupational classifications, although the client is not usually restricted. There is less reliance on meeting the need with existing curricula and readiness to design special courses or programs. In this group are Florida, Georgia, Hawaii, Iowa, Michigan, Missouri, New Jersey, North Carolina, Ohio, Oklahoma, Utah, Washington, and West Virginia."

The third category, Focus: Economic Development, is described as follows:

> "A number of states have undertaken a policy of aggressive economic development, in competition with neighboring states and the international business and industrial community. Education and training have often been the cornerstone of that policy; for some states, educational resources constitute a major inducement to industry seeking relocation...Eighteen states, based on our returns, have taken such initiatives."

The fourth category, Targeted Populations, is described as follows:

> "Among the 16 states that target populations, we again find a variety of programs, ways of administering them, and definitions of the providers but a fairly consistent description of authorized course or program

content, job related, leading to employment...There are 33 identifiable programs serving five distinct populations:

1) Displaced Homemakers.

2) The unemployed and those facing layoffs.

3) Welfare and public assistance recipients.

4) Women.

5) The educationally or economically disadvantaged."

Correspondence with State Coordinating Offices

The task force requested information from seventeen states. Seven states were visited by task force members. An additional seven states responded to the task force request with written information only. A summary of the findings of the seven non-visited states, based upon a review of the documents received, is as follows:

- California:

  State funding is authorized for nine specific categories of non-credit courses, which must meet several instructional criteria for approval, and must be approved in advance by the Chancellor's Office. Funding for approved non-credit courses is apportioned by the state using "average daily attendance".

- Georgia:

  State funding is not authorized for non-credit continuing education courses. Such courses and activities must be self-sustaining at the college level. By categorical definition, a significant portion of continuing education programs, courses, and activities automatically carry "CEU" credit for the individual student, and thereby, must also meet nationally recognized "CEU" criteria.

- Iowa:

  State funding is authorized for most non-credit continuing education courses, except those defined as "recreational". State general aid is apportioned on the basis of the number of contact hours generated with the rate being the same for credit

and non-credit. Non-credit courses are developed and approved locally, subject to audit by the state.

- New Jersey:

  State funding is authorized for certain non-credit courses in remedial, developmental (occupational skills development or upgrade), GED, and Adult Basic Education areas. Courses are developed and approved locally, subject to state audit, with final approval authority for state funding of non-credit courses by the Department of Higher Education. Reimbursement of state aid for fundable non-credit courses is calculated on the basis of an equated annual FTE.

- Oregon:

  State funding is authorized for most non-credit continuing education courses, except those defined as "hobby" or "recreational". Individual colleges are financed primarily through local property taxes and tuition (70%), with the state contributing the remainder (30%). Non-credit course reimbursement by the state is calculated on the basis of 680 clock hours of instruction per FTE. Non-credit courses are developed locally, and approved for reimbursement by the state at the system office level.

- Pennsylvania:

  State funding is authorized for non-credit continuing education activities, provided that they adhere to state continuing education guidelines (similar to many of the national "CEU" criteria). Reimbursement of state aid for non-credit courses is calculated on the basis of an equated FTE. Non-credit courses are developed and approved locally, subject to state audit. Appeal of non-funding decisions for non-credit courses is through a state review panel.

- Texas:

  State funding is authorized for a wide range of non-credit "adult vocational courses", but not for "community interest" (avocational) courses. Courses which already appear in a statewide "Common Course Manual" can be offered for reimbursement without prior approval. "Special" (new)

courses must be submitted for approval to the state Coordinating Board. Non-credit adult vocational courses are funding on a contact hour basis, at the rate of $2.00 per contact hour.

Visits to Selected States

Members of the task force visited institutions and state offices in seven states -- Florida, Illinois, Maryland, Michigan, New York, North Carolina, and Wisconsin. Detailed reports on these visits are provided at Attachment A. A summary of the findings, by state, is as follows:

- Florida:

  Florida's community colleges are governed under policies developed by the State Board of Community Colleges and approved by the State Board of Education (responsible for oversight of public schools, community colleges, and four-year colleges and universities). Each community college has its own local board and operates with a large amount of autonomy in establishing local policies and procedures. The community colleges are comprehensive, offering eight categories of instructional programs (both credit and non-credit). All eight categories are "aidable" except for recreational/leisure course offerings.

- Illinois:

  The Illinois Community College Board is a regulating board. As such, it promulgates regulations in conformance with state law by which community colleges in the state are governed. It has developed a system of course and program classification that govern the level of state support. Seven of the eight categories are funded at some level by the state. The one category excluded from state funding is community education which is principally "hobby, leisure, or recreational instruction."

- Maryland:

  The Maryland State Board for Community Colleges coordinates the activities of 17 locally controlled community colleges. Programs, courses, and services offered are similar to those of the Virginia Community College System. Continuing education has been an important element of the community college mission in Maryland since the

establishment of the system in 1946. Non-credit continuing education courses (except recreational or avocational) are eligible for "state-funding" on a 15:1 contact to credit hour (equivalent) FTE basis provided they are "approved for funding" at the system office level.

- Michigan:

The Michigan State Board for Public Community and Junior Colleges coordinates the system of community colleges in Michigan. The programs and services provided by the community colleges are similar to those provided by the Virginia Community College System. In the Michigan Community College System, all instructional activities are placed into six instructional categories. The Activity Classification Structure (ACES) Data Book specifies that the "instruction activity includes both credit and non-credit instructional offerings." Non-credit offerings, therefore, are funded in the same manner as credit offerings, by instructional category.

- New York

The SUNY (State University of New York) System operates 30 community colleges. Continuing education and economic development training for business and industry are important, high priority activities. Credit courses and eligible non-credit courses are funded by the same FTE formulas. Non-credit courses which do not fit eligibility criteria must be self-supporting. Contract customized training courses for business and industry are also supported but from a separate state fund. Contract aid is based on the FTE formula.

- North Carolina:

The North Carolina Community College System operates 58 community colleges. Program services are similar to those of the Virginia Community College System. The North Carolina system has a taxonomy of non-credit courses approved for state funding as well as a listing of self-supporting courses consisting primarily of recreational and hobby courses. Generally, courses approved for state funding are a blend of Virginia Community College System credit courses and non-credit

courses meeting the criteria for the awarding of continuing education units (CEUs).

- Wisconsin:

  The Wisconsin Board of Vocational, Technical, and Adult Education coordinates a system of technical colleges in Wisconsin. The programs and services provided by the technical colleges are similar to those provided by the Virginia Community College System. In the Wisconsin system, all credit and non-credit courses are "aidable" except avocational courses for personal enrichment. State aid is distributed by formula based on full-time equivalency in "aidable" courses.

Conclusions

Virginia is nearly unique in its lack of funding support for continuing education non-credit instruction. Based upon the information available, only Virginia requires that fees charged to participants in continuing education non-credit courses must pay for general overhead costs (calculated at 30% of direct costs) in addition to covering all direct costs. This lack of funding is inconsistent with the mission of the Virginia Community College System and, in particular, is inconsistent with the commitment of the State Board for Community Colleges, the governor, and the General Assembly to assure access to educational opportunities for all those who can benefit from further education and training. For example:

- Access to non-credit courses is limited to those who have the ability to pay the full cost of that instruction plus the additional 30% to defray general overhead costs.

- Non-credit courses to support economic development and for occupational skills improvement (general entry-level job skills training, training to update and upgrade job skills, unemployed workers programs, and small business assistant programs) are very limited because persons needing such education and training are unable to pay the fees required to sustain such courses under present funding requirements.

- Non-credit courses for targeted populations (displaced homemakers, the unemployed, the underemployed, welfare and public assistance recipients, the educationally and/or economically disadvantaged, the functionally illiterate) are very limited because persons in these targeted

populations are unable to pay the fees required to sustain such programs under present funding requirements.

Policy Proposal

If the Virginia Community College System is to fulfill its comprehensive mission, appropriate state funding needs to be provided for non-credit instruction. It is proposed, therefore, that the following policy guidelines be adopted for funded non-credit instruction:

- The following non-credit continuing education course classifications shall be eligible for state funding support:

  Area 1: Courses which are designed to provide occupational skills and/or knowledge, or otherwise contribute to economic development, in fields such as:

  Agriculture and food production
  Business and industry
  Clerical and office services
  Education
  Engineering
  Government
  Health and social services
  Law and law enforcement
  The professions
  Technology and technology transfer
  Trades

  Area 2: Courses designed to provide help in the solution of problems confronting local and state government, such as:

  Aging
  Citizenship
  Community development and housing
  Criminal justice
  Environment
  Health and safety
  Human relations and communications

  Area 3: Courses designed to address the needs of targeted populations, such as:

Displaced homemakers
The educationally or economically disadvantaged
The functionally illiterate
Immigrants
Incarcerated persons
Senior citizens
The unemployed or underemployed
Welfare and public assistance recipients

- To be eligible for state funding support, non-credit courses in the above categories shall meet the following standards:

  a. The non-credit course is planned in response to an assessment of educational needs.

  b. There is a statement of objectives and rationale.

  c. Content is selected and is organized in a sequential manner.

  d. Evaluation procedures are utilized.

  e. The non-credit course is approved by an academic or administrative unit of the institution best qualified to assure the quality of the course content and to approve the resource personnel utilized.

  f. There is provision for registration for individual participants.

- Specifically excluded from eligibility for state funding support shall be courses designed for avocational or recreational purposes.

Non-Credit Course Approval Process

Subject to the above course classifications and standards, non-credit courses shall be developed at the local college level, reviewed by the chief academic officer at the campus level, and approved by the president of the college. Non-credit courses approved and funded in such a manner shall be subject to periodic academic audit by the Virginia Community College System.

Funding Proposal

The following criteria are proposed to be used as a basis for determining the amount of state funding support:

- 15 contact hours in a non-credit course shall equal 1 semester credit for the purpose of computing an equated annual FTES.
- Full-time equivalent student enrollment (FTES) generated from qualified non-credit courses shall be funded at the same rate as FTES generated by credit courses in the residual (22:1 student:faculty ratio) category.
- There shall be a common fee structure for the VCCS, approved by the State Board for Community Colleges, and variable by course classification. The fee structure shall generate approximately 20% of the total cost of continuing education non-credit instruction.

Time Schedule

It is proposed that the above policy and funding proposal be considered by the chancellor and the State Board for Community Colleges for submission to the governor for consideration at the 1991 session of the General Assembly for implementation effective the 1991-92 fiscal year.

Fiscal Impact

The task force reviewed the projected fiscal impact of the conversion of continuing education unit (CEU) and fractional credit courses to "fundable" non-credit courses. The task force used the most recent available data -- CEU enrollment for 1987-88 and fractional credit enrollment for 1988-89. In 1987-88, the VCCS produced 76,831 CEU's and, in 1988-89, the VCCS produced 16,497 fractional credits. The CEU enrollment, if converted to annualized FTE at the 15:1 contact hour/credit hour ratio, would produce an annualized FTE enrollment of 1,707. The fractional credit enrollment would be converted to a "fundable" non-credit enrollment; however, there would be no increase in FTE enrollment since fractional credit enrollment is already funded. Based upon 1987-88 data, therefore, the actual impact of "fundable" courses for the VCCS would have been 1,707 annualized FTE's or an increase of approximately 2.7% in the annualized FTE enrollment for the VCCS.

ATTACHMENT A

TASK FORCE ON CONTINUING EDUCATION AND NON-CREDIT INSTRUCTION

VISITS TO SELECTED STATES

FLORIDA
ILLINOIS
MARYLAND
MICHIGAN
NEW YORK
NORTH CAROLINA
WISCONSIN

VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction
Visitation Report

State - Florida

Dates of Visit - September 20-22, 1989

Task Force Representatives
Dr. Verna L. Holoman (SCHEV)
Mr. Richard E. Hoehlein (TCC)

Persons Visited:

Dr. Fred Atherton, Educational Policy Director, Division of Community Colleges, State Board of Community Colleges, Tallahassee, Florida

Dr. Bill Odom, Deputy Executive Director, Finance and Information Systems, Division of Community Colleges, State Board of Community Colleges, Tallahassee, Florida

Mr. Larry Taylor, Consultant, Industry Services Training, Division of Vocational, Adult, and Community Education, Florida Department of Education, Tallahassee, Florida

Dr. Esther Oliver, Acting Dean, Open Campus, St. Petersburg Junior College, St. Petersburg, Florida

Mr. Ray Love, Director, Continuing Education, Valencia Community College, Orlando, Florida

Ms. Sharon Delgado, Director, Continuing Education, Daytona Beach Community College, Daytona Beach, Florida

Summary of Findings:

Florida's community colleges are governed under policies developed by a state board of community colleges and approved by the state board of education (responsible for oversight of public schools, community colleges, and four-year colleges and universities). Each community college has its own local board and operates with a large amount of autonomy in establishing local policies and procedures.

The community colleges are comprehensive, offering eight categories of instructional programs (both credit and non-credit). All are "aidable" except for recreational/leisure course offerings.

Classification Structure:

The state board of education has established the following categories for instructional programs offered by the community colleges, as follows:

For College Credit

1) Advanced and Professional - Freshman and sophomore level courses taken by students intending to pursue baccalaureate degrees (equivalent to our transfer offerings);

2) Postsecondary Vocational - College-level occupational-technical courses to prepare students for entry into employment (equivalent to our O-T offerings);

For Non-College Credit

1) Postsecondary Adult Vocational - Non-credit level courses designed to prepare students for entry into employment (similar to our diploma programs);

2) Vocational Supplemental - Courses designed to improve the work skills and job performance of people currently employed in the college's service area (equivalent to our non-credit short courses for business and industry);

3) Preparatory - Remedial instruction (equivalent to our developmental courses) designed to develop college-entry competencies in reading, writing, and math to prepare for further academic studies (college prep) or vocational training (vocational prep);

4) Adult Basic and High School Completion - Courses in ABE, GED preparation, or leading to a high school diploma for adults who did not previously complete high school;

5) Lifelong Learning - Courses designed to help people understand, cope with, and solve significant community problems as related to the following approved areas: the environment, health, safety, human relations, the government, child rearing, consumer economics and homemaking.

6) Recreational and Leisure Time - Courses designed to develop avocational skills

Funding Structures:

All non-credit courses, except for recreational and leisure time, are eligible for state support based on an FTE formula of 900 contact hours (50-minute periods) per FTE (by comparison, credit courses are funded on a ratio of 600 contact hours per FTE. The amount of dollars awarded per FTE varies according to

instructional program, with vocational supplemental instruction receiving the highest funding (comparable to credit course funding) and lifelong learning courses receiving considerably fewer dollars. College budgets are developed on a "cost to continue" basis, using enrollment data averaged over the previous three years. Seventy-five percent of operating funds come from state taxes, five percent from federal sources, and twenty percent from student tuition. Each college, once it receives its annual budget, can determine how it will allocate the monies among its various instructional program areas. Likewise, there are no state restrictions on how the funds are used (e.g. hiring additional staff, equipment, supplies). The state legislature does, however, establish the student tuition rates for both credit and non-credit courses; these rates vary by category of instruction (e.g. $17.25 per non-college credit for vocational supplemental courses, $5.00 per non-college credit for lifelong learning courses). Each college is authorized to modify these tuition rates by +1-10%

Approval Structure:

There is no state approval required for any non-credit courses. All credit and non-credit programs and courses are developed at the local college level and approved by the local college board. In addition, each college district must have a regional coordinating council for vocational education, adult general education, and lifelong learning.

Any proposed college courses related to these areas must be reviewed and approved by the council, which is composed of representatives from the business and lay community (appointed by the governor), school district superintendents and directors of vocational education and adult education, the community college president and deans or directors of continuing education and vocational education.

In addition, any proposed course in the lifelong learning category must fit within a pre-developed list of generic course titles that was created by a statewide task force of community college and public school continuing education administrators and endorsed by the state's department of education. There are no common, state-required course titles for the non-credit vocational-supplemental instructional area.

VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction

Visitation Report

State -- Illinois

Date(s) of Visit -- July 13-14, 1989

Task Force Representative(s) -- Dr. Donald E. Puyear

Person(s) Visited:

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James Howard, Senior Deputy Director for Operations

Ivan Lach, Senior Deputy Director

Virginia McMullan, Deputy Director for Research

Betty Miller, Associate Director for Instructional Services

Chris Merrifield, Deputy Director for Governmental Relations

Rob Widner, Deputy Director for Fiscal Affairs

Summary of Findings:

The Illinois Community College Board is a regulating board. As such it promulgates regulations in conformance with state law, by which the community colleges in the state are governed. It has developed a system of course and program classification that govern the level of state support. Seven of the eight categories are funded at some level by the state. The one category excluded from state funding is community education, which is principally "hobby, leisure, or recreational instruction."

Program Classification System (PCS) Categories:

PCS 1.1 Pre-Baccalaureate

Courses in this category are academic courses equivalent to lower-division baccalaureate study and generally articulated for transfer. *(Generally equivalent to University-Parallel courses in Virginia)*

PCS 1.2 Occupational (Technical and Applied)

Courses in this category are postsecondary technical or occupationally related in nature. The courses are for AAS degree or occupational certificate programs. Although these courses are generally not designed for transfer, some may be articulated with universities and used to meet lower-division baccalaureate degree requirements. *(Generally equivalent to Occupational Degree courses in Virginia.)*

PCS 1.3 Community Education

Courses in this category are non-credit courses. *(Hobby, leisure, or recreational courses are included in this category. This is the only Illinois category that does not receive state funding. Courses included in this category would be non-credit courses in Virginia.)*

PCS 1.4 Remedial Education

Courses in this category are designed to remediate basic skill deficiencies in reading, writing, speaking, and mathematics of high school graduates or persons achieving the equivalency of a high school diploma. Course credit does not count toward completion of the associate transfer degrees. *(Generally equivalent to Developmental courses in Virginia.)*

PCS 1.5 General Studies

Courses in this category are designed to meet individual student goals for personal improvement and self-understanding. Hobby, leisure, or recreational instruction is excluded from this category. Course credit primarily counts toward the general studies certificate. *(Virginia has no category equivalent to this Illinois category. Most of these courses would be non-credit in Virginia.)*

PCS 1.6 Vocational Skills

Courses in this category provide short-term vocational skills training or upgrading and are designed to be used toward the completion of a vocational skills certificate. (Vocational skills courses may be used toward an occupational/career certificate or degree if the college determines that the content of the course meets the objectives required.) *(Generally equivalent to the less-than-100 level occupational courses in Virginia.)*

PCS 1.7 Adult Basic Education

Courses in this category are designed to provide basic skills training up to the eighth grade equivalency for non-high school graduates. *(Virginia has no category equivalent to this Illinois category. These courses would be non-credit in Virginia.)*

PCS 1.8 Adult Secondary Education

Courses in this category are designed to provide basic skills training for the secondary equivalency level for non-high school graduates. *(Virginia has no category equivalent to this Illinois category. These courses would be non-credit in Virginia.)*

Funding Structure:

The level of state support, which is different for each category, is determined by a rather complex formula that has no equivalent in Virginia.

Approval Structure:

All courses are developed at the local college level and then approved and classified by personnel at the Illinois Community College Board office. A generic course list identifies discrete courses offered by one or more community colleges in Illinois by: 1) Program Classification System (PCS) Code, Classification of Instructional Programs (CIP) Code, and an ICCB identification number; 2) the generic title and description; and 3) the range of semester credit hours for which a course may be offered. Each individual college maintains its own prefix, number, title, and number of credit hours for its courses.

VIRGINIA COMMUNITY COLLEGE SYSTEM
TASK FORCE ON CONTINUING EDUCATION AND NON-CREDIT INSTRUCTION

VISITATION REPORT

State -- Maryland

Date(s) of Visit -- July 11 - 12, 1989

Task Force Representative(s) --

Dr. C. Forrest McKay (PVCC)
Dr. Verna L. Holoman (SCHEV)
Mr. Scott A. Langhorst (VCCS)

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Dr. Bill G. Clutter
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Summary of Findings:

The Maryland State Board for Community Colleges coordinates the activities of 17 locally controlled community colleges. Programs, courses, and services offered are similar to those of the Virginia Community College System. Continuing education has been an important element of the community college mission in Maryland since the establishment of the system in 1946. Non-credit continuing education courses (except recreational or avocational courses) are eligible for "state-funding" on a 15:1 contact to credit hour (equivalent) FTE basis, provided they are "approved for funding" at the system office level.

Classification Structure:

Non-credit continuing education course offerings are generally eligible for state funding if they fall into one of the following "course intent" areas (extracted from Maryland Community Colleges Continuing Education Manual):

Vocational/Technical - To provide formalized occupational-related training at the entry, upgrade, refresher, or retraining level.

Literacy - To provide instruction that leads to a high school credential. Included in this area are Adult Basic Education, GED, and other high school preparatory instruction.

Remedial - To provide instruction designed to remedy deficiencies for college-level work, particularly in reading, writing, and mathematics. Included in this group are the SAT and other college entrance preparatory courses.

Community Development - To provide formal instruction that addresses both general and specific current or potential community issues or problems drawn from the fields of sociology, political science, ecology, energy conservation, and environmental science.

Consumer Education - To provide nonrecreational instruction focused on the development of practical skills essential for adults in today's complex society, Course include the areas of money management/investment, property sale and/or purchase, and general consumer education.

Health Care/Science - To provide training for lay persons in general health education, nutrition, care-giving, and safety education, including first aid and cardiopulmonary resuscitation (CPR) related courses.

General Interest - To provide appreciation and/or skills development (nonrecreational) instruction designed primarily for special populations.

Licensure/Certification - To provide formal instruction designed to prepare persons seeking licensure or certification in various professions and paraprofessionals requiring maintenance of authorization (relicensure/recertification) to continue practicing a profession.

General Education - To provide instruction in the philosophy, principles, practices, and/or skills development of academic areas, including education (general and specific), career development, languages, mathematics, science (computer, natural, physical, and social), and history (world, national, and local).

Classification Structure (cont.):

Family Life - To provide formal instruction designed to augment family related health education, parenting, supplemental teaching, and life skills development.

Apprenticeship Related Instruction - To provide the related educational component of an apprenticeship program.

Business/Industry Training (private sector) - To provide training through formal courses that meet the specific needs of an employer, labor union trade organization, or professional association in the private sector.

Recreational and avocational courses are specifically excluded from state funding consideration, and must be self-supporting at the individual institution.

In addition to "course intent", special (target) populations are considered in the course approval process for state-funded continuing education courses. Special populations could include such groups as senior adults, handicapped, disadvantaged, JTPA/Federal, detention, and gifted and talented.

Funding Structure:

Community colleges in Maryland derive operating revenue from the state, the locality, and tuition, in approximately equal (1/3) shares. The state provides funds for approved non-credit, continuing education courses on a 15:1 contact hour to credit hour (equivalent) basis, with FTE dollar reimbursement the same for "credit" as for "non-credit". The 15:1 ratio is a constant factor for funded non-credit courses, with no distinctions made by course discipline or for laboratory contact hours.

Funding of non-credit, continuing education courses by the locality is optional. Most localities choose not to do so.

Local community colleges set their own tuition rate. Some institutions choose to set the same tuition rate for credit and non-credit courses, while others choose a lower tuition rate (market pricing strategy) for non-credit courses.

Approval Structure:

Credit and non-credit continuing education courses are developed at the local college level, typically reviewed by a campus curriculum committee, and then approved by the Dean of Continuing Education.

The Dean of Continuing Education at each college must submit a formal request (Form SBCC-CC-10) for state funding of a non-credit, continuing education course to the State Board for Community Colleges (Office of the Director of Continuing Education). In order to be eligible for state funding, a non-credit, continuing education course must meet certain evaluation criteria, including course intent requirements (excludes avocational and recreational courses), the course must be open to the public, the course must provide for students 16 years of age or older, the course must involve direct faculty-student instructional contact, and that individual course funding will not flow to more than one public agency at one time.

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VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction

Visitation Report

State -- Michigan

Date(s) of Visit -- July 31, 1989

Task Force Representative(s) -- Dr. Richard J. Ernst

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Summary of Findings:

The Michigan State Board for Public Community and Junior Colleges coordinates the system of community college in Michigan. The programs and services provided by the community colleges are similar to those provided by the Virginia Community College System.

In the Michigan Community College System, all instructional activities are placed into six instructional categories. The Activity Classification Structure (ACES) Data Book specifies that the "instruction activity includes both credit and non-credit instructional offerings." Non-credit offerings, therefore, are funded in the same manner as credit offerings, by instructional category.

Classification Structure:

Course offerings, both credit and non-credit, in the Michigan Community College System are classified into six categories:

Code Number	Category
1.1	General Instruction
1.2	Business Instruction
1.3	Trade Instruction
1.4	Health Instruction
1.5	Developmental Instruction
1.6	Human Development

Under Human Development, Sub-code 1.61 (Home and Family Life/Human Development) is eligible for state funding. Sub-code 1.62 (Personal Interest) is not eligible for state funding.

Funding Structure:

All classifications of instruction, with the exception of Sub-code 1.62 (Personal Interest), are eligible for state funding. The level of funding support, however, varies by category. By way of example, instruction in Human Development (Code 1.61) receives the lowest state funding support and Trade Instruction (Code 1.3) and Health Instruction (Code 1.4) receive the highest state funding support.

The formula for funding is based upon student contact hours (SCOH). Each SCOH is defined as 50 minutes of instruction. Bay De Noc Community College, in one of its publications, explained the use of SCOH as follows:

> "The legislature chose this activity measure instead of student credit hours for several reasons: Student credit hours have no such uniform common value; in the past, many non-credit courses have had to be assigned 'institutional credit' in order to qualify for credit hour funding; and colleges tend to incur instructional costs in direct relationship to contact hours delivered."

Credit courses and eligible non-credit courses are funded by the same FTE formulas. Non-credit courses which do not fit eligibility criteria must be self-supporting. Contract customized training courses for business and industry are also supported but from a separate state fund. Contract aid is based on the FTE formula.

Classification Structure:

1. **Remedial Instruction.** Instruction concerned with diagnosing, correcting or improving such basic skills as oral and written communications, reading, analytical concepts and general study habits and patterns to overcome in part or in whole any particular marked deficiency which interferes with a student's ability to pursue an educational objective effectively.

2. **Vocational Preparation.** Courses designed to provide education, training or retraining in one or more semi-skilled, skilled, technical or other occupational categories to prepare the student for entrance into a particular chosen vocation, upgrading of present employment opportunity or achievement of other career goals.

3. **Community Service.** An educational program activity or service designed to assist in the solution of community problems or aid in the development and maintenance of desirable social conditions in a locality.

   a. The following courses are specifically not eligible for State aid: avocational and recreational, social group and contract courses.

Funding Structure:

$1600/FTE for the 1989-90 year, the same rate per FTE as credit courses. There is no cap on non-credit funding, with the exception of contract courses for specific business and industrial firms, for which $8.2 million is allocated for the coming year. Employers, depending on circumstances, may cover up to half of the instructional costs for contract courses and usually give employees paid time off for class time. In addition, New York state reimburses the community colleges 50 percent of all rental costs. This encourages the delivery of courses at off-campus locations which are convenient for the students.

Approval Structure:

The approval process:

1. Each campus should conduct a review of non-credit courses to be offered and determine those which appear to be eligible for State aid, according to the definitions in Section 603.8.

2. A list of such courses should be submitted to the Office for Community Colleges, in duplicate, containing the title of each course and the published course description, and a space for indicating approval or disapproval of the course for State aid purposes. Lists should be submitted prior to the registration. Colleges should also inform the Office for Community Colleges as to those previously approved courses being offered again. If there are no changes in the course descriptions, only the titles of previously approved courses need be submitted.

3. The Office for Community Colleges and the Office of Academic Programs will review the descriptions and certify those courses eligible for State aid. One copy of the certified list will be returned to the campus within thirty days.

Approval Structure:

All credit and non-credit programs and courses are developed at the local college level and approved by the local college board. The local college then reports the number of student contact hours (SCOH) by category to the state for funding purposes.

VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction

Visitation Report

State: New York

Date(s) of Visit: September 11, 1989

Task Force Representative(s): Ruth Mercedes Smith

Person(s) Visited:

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Bud Amman, Vice President and Dean
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Community College of the Finger Lakes
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Canandaigua, NY 14424

Al Thorpe, Dean of Continuing Education
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Don Friday, Assistant Dean of Community Educational Services
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Chuck Meador, President
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Ray Geary, Director of Non-Credit Programming
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Summary of Findings:

The SUNY (State University of New York) system operates 30 community colleges. Continuing education and economic development training for business and industry are important, high priority activities.

4. Tuition or fees for non-credit offerings approved for State aid should be consistent with the tuition for equivalent credit offerings. (See Glossary and Instructions for Enrollment Questionnaires prepared and distributed by the Central Office of Institutional Research if you need assistance in equating credit and non-credit courses).

5. If a course is declared ineligible for aid, the Campus President may request the Associate Chancellor for Community Colleges to submit the disputed course to a mutually agreeable review panel whose decision will be final.

Courses which are not supported under Section 603.8 must be self-supporting. Courses shall be considered self-supporting when the revenues collectively received shall be adequate to cover the direct costs of the programs to include faculty salaries and fringe benefits, the costs of supplies and materials consumed in the programs, the costs of equipment used solely for the programs, and other expenses directly incurred by the programs.

ADDENDUM

Strategy:

Funding for non-credit courses was challenged in the spring of 1989 during the state budget process. Large numbers of people protested and the recommendations to reduce state aid were rejected. There are various opinions regarding the nature of this funding argument. Some believe it was merely part of the governor's budget strategy and others think it was a legitimate discussion due to a tight budget year. Whatever the cause, everyone believes that non-credit funding is on an even firmer ground due to the discussions.

As we make a case for funding in Virginia, we would be wise to utilize the rationale and arguments given in New York this year during their funding challenge. These same points were made in 1976 when the SUNY community colleges were first granted FTE funding for non-credit courses long after the system had begun. The basic points are as follows:

1. Every state has a responsibility to respond to the educational needs of local communities.

2. Community colleges must fulfill the continuing education mission assigned to them.

3. Community colleges are the best deliverers of continuing education because they know the communities they serve and have a tradition of speedy response.

4. Continuing education courses provide fast, targeted training to various groups such as dislocated workers, displaced homemakers and welfare mothers. As a result of such training, the recipients become employed and shift from state assistance to tax paying status.

5. Continuing education funding to community colleges encourages partnerships with other agencies and vocational schools and leads to a sharing of resources, thus saving the state money. Examples include: night adult vocational classes using public school equipment and space, summer remedial courses, ABE/GED preparation and enrichment courses for children.

6. A strong economic development program must include funded, short-term training for new jobs as well as upgrading for new machinery (letters from employers noting the need for training to sustain a strong economy and to attract new business were helpful).

7. Community colleges are the people's colleges and the state should ensure that adult training needs are met.

8. Credit is not a motivator for many people. Once they enroll in non-credit courses, however, they often return to pursue degrees because they have increased their level of aspiration.

9. In areas of high employment, vocational continuing education courses provide training to unskilled workers to supply people to the labor force.

10. Our rapidly changing world makes continuing education essential.

11. New York is committed to educating all its people and measures success by the number of citizens served--not by FTE's.

Operations:

Fees for courses vary within and between community colleges. The following guidelines are followed:

a) Maximum fee per contact hour cannot exceed $3.80 in 1989-90 (based on credit tuition cap);
b) Average fees charged range from $2-$3 but some courses can be offered for no fees as long as the total costs for the year are covered (state aid is received for free courses);
c) Free courses are offered occasionally when it is determined that the subject is of key importance and that fees would be a barrier to attendance by some students.

There are always ongoing issues between SUNY and the state auditors regarding legitimate courses. Chuck Burns, the SUNY continuing education staffer, is a good advocate for the community colleges and does annual training to help the colleges prepare for any audit changes or problems. Audit changes are usually not applied retroactively.

The course approval process moves along fairly well. Occasionally, time is short and the community college calls the state office for approval. Fax machines will help to speed the process. Community service activities, when first requested, require letters of request from the appropriate agencies noting that the service is needed and no one else has met the need. This would apply to activities such as College for Kids and rural police training.

Staffing:

SUNY has one full-time professional, Chuck Burns, who devotes 80 percent of his time to continuing education tasks. He approves or disapproves all new course descriptions, works with each community college during their audits which occur every three-four years, and does training on procedures and policies. He has been a strong advocate for continuing education in SUNY's community colleges and he is highly valued for his devotion. Another staffer spends approximately ten percent of his time approving contract courses.

The community colleges have different organizational structures for the delivery of continuing education. Some include the delivery of off-campus credit courses in the continuing education department while others do not.

Faculty:

Community colleges use some full-time faculty in continuing education but not as part of their teaching contracts. They are hired as adjuncts and their compensation ranges from $10 an hour up to $100, and occasionally more, depending on the nature of the course. In general, continuing education faculty are paid between $10 and $25 an hour. Contract course faculty are more likely to receive higher compensation due to the technical nature of some of the courses.

Credential requirements vary depending upon the courses. In many courses, it is not necessary for the instructor to have a master's or bachelor's degree.

Final Note:

The associate vice president of academic affairs at Monroe Community College described one day's activities at their continuing education center last week. In one classroom, a group of Kodak employees were learning about the Japanese culture before traveling there on business. In another room, a number of laidoff workers were beginning a 12 month office skills training program which will lead them to new jobs. A third classroom held several employed people who were upgrading their computer skills. This exciting scenario tells the story of funded continuing education--education for all in order to build a strong workforce and a citizenry prepared for life in our complex world. Lifelong learning is a must if Virginia and the nation are to continue as leaders in the 21st Century.

Enclosure

VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction

Visitation Report

State -- North Carolina

Date(s) of Visit -- July 24, 1989

Task Force Representative(s) -- Dr. Max R. Glass and Mr. Richard A. Ughetto

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Summary of Findings:

The North Carolina Community College System operates 58 community colleges. Program services are similar to those of the Virginia Community College System. Continuing Education Services and Business and Industry Services have a high profile at the central office level. (See appended organizational charts.)

In the North Carolina System, credit courses are funded by an FTE formula. Unlike credit courses, non-credit courses are funded by grants to institutions under specific criteria.

Classification Structure:

Courses in the North Carolina System of Community Colleges are grouped into four categories based on a general definition of community services:

Definition: A program designed to provide courses, seminars, and activities that (1) contribute to the community's overall cultural, civic and intellectual growth; and (2) assist adults in the development of new skills or the upgrading of existing ones in their avocational, academic, and practical skills areas of interest in order to improve the quality of lives of the North Carolina citizenry.

Academic Courses: Designed to serve the academic needs of adult citizens, including courses in humanities, mathematics and science, and social science.

Practical Skills Courses: Designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation, but may supplement income or may reasonably lead to employment.

Avocational Courses: Designed to focus on an individual's personal or leisure needs rather than their occupation, professional, or employment.

Cultural and Civic Activities: Designed to meet community needs through lecture and concert series, art shows, seminars, conferences, and exhibitions.

The System has a taxonomy of approved non-credit courses including a listing of self-supporting courses consisting primarily of recreational and hobby courses. Generally, approved courses are a blend of Virginia Community College System credit courses and non-credit courses meeting the criteria for the awarding of Continuing Education Units (CEUs).

Funding Structure:

Funding is based on grants to institutions as follows:

- ... $30,000 Base
- ... $.25 per adult 25 years of age in service area based on 1980 census
- ... $315 per FTE using average FTE for last three years (community services FTE)
- ... Annual plan approved by Board of Trustees and Department of Community Colleges
- ... Annual evaluation report on annual plan to Department of Community Colleges
- ... Senior citizens (free)
- ... Senior citizens may voluntarily contribute funds to college
- ... Senior citizens may pay for self-supporting classes

Approval Structure:

Criteria for offering non-credit courses are as follows:

A. Courses offered will be those identified in the Continuing Education Course Numbering System as Academic, Avocational, Practical Skills, and Cultural and Civic Activities.

B. Courses offered will be in conformity with all applicable policies and regulations.

C. Courses offered will be non-FTE generating and categorically funded. These funds may not be used for any other purpose.

D. Courses should be offered to the general public, immured groups, and, in particular, to senior citizens in accordance with sound educational practices.

E. Courses should be offered in accordance with an institutional plan which shall be developed and submitted by November 1, 1988.

F. Courses offered will not be subject to the approved institutional accountability and credibility plan but will be subject to regular state and community college audits.

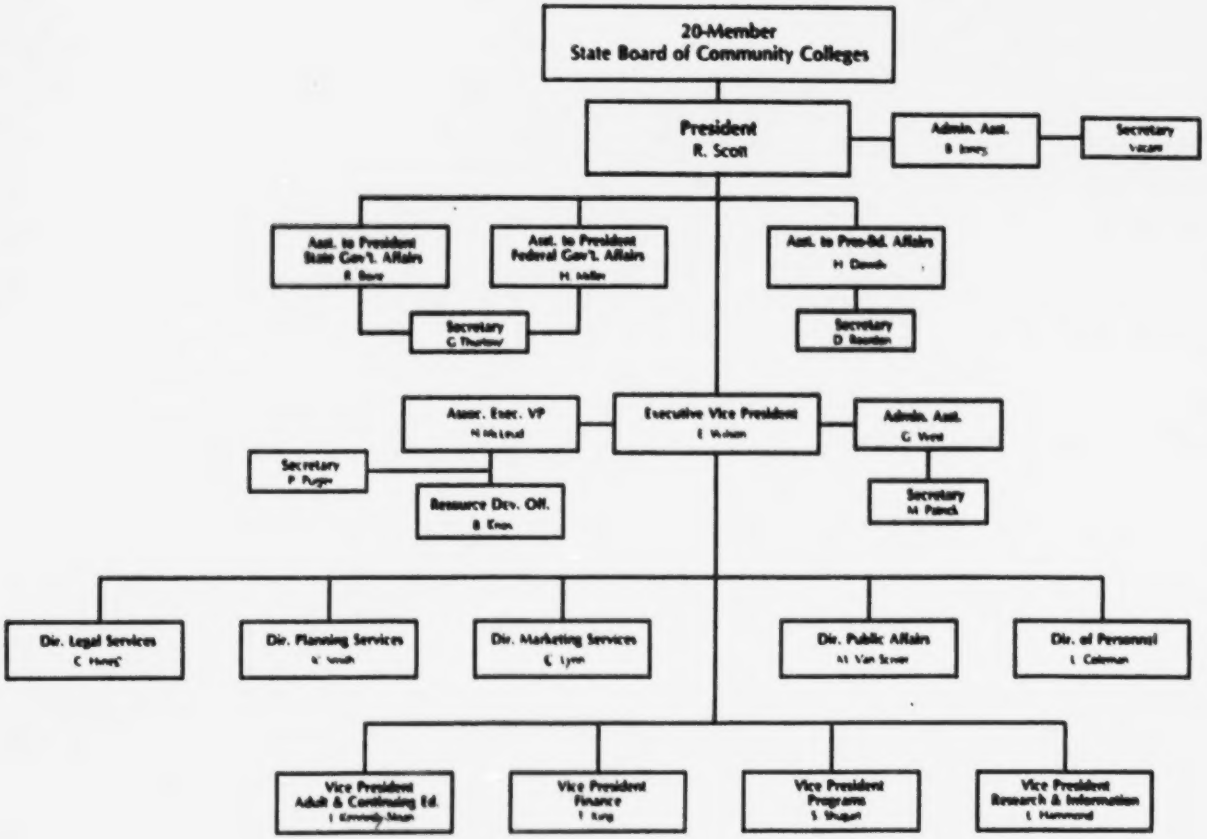
G. Institutions may charge registration fees for community services courses, seminars, or activities as determined by the local Boards of Trustees. These funds shall be deposited in an institutional account to be used to support the community service program. No budget/FTE will be earned for community service courses, seminars, or activities. Each college must employ an equivalent of one full-time position from either receipts collected from participants in the community service program or use a portion of the funds earned in the formula for additional enrollment allotment positions to employ an equivalent of one full-time position to coordinate the community service program. Block grant funds may not be used for administration or coordination of the program but shall be used to provide community service courses, seminars, or activities.

H. No registration fees or tuition will be collected from senior citizens, 65 years old or older, for community service courses. Senior citizens participating in a totally self-supporting program shall be charged as well as other participants.

I. Community service program enrollments shall be calculated for full-time equivalent student reporting purposes when one-half of the course has been completed, and only those students in attendance in one-half the classes prior to the census date shall be reported. Community Service FTE is not used for budget purposes but shall be reported to provide accounting for FTE served by the college.

J. Occupational extension registration fees are $15 per course.

K. Local College Boards are delegated the responsibility to establish registration fees for community services programs. Fees may vary from course to course. Local boards may decide to offer some courses at no cost.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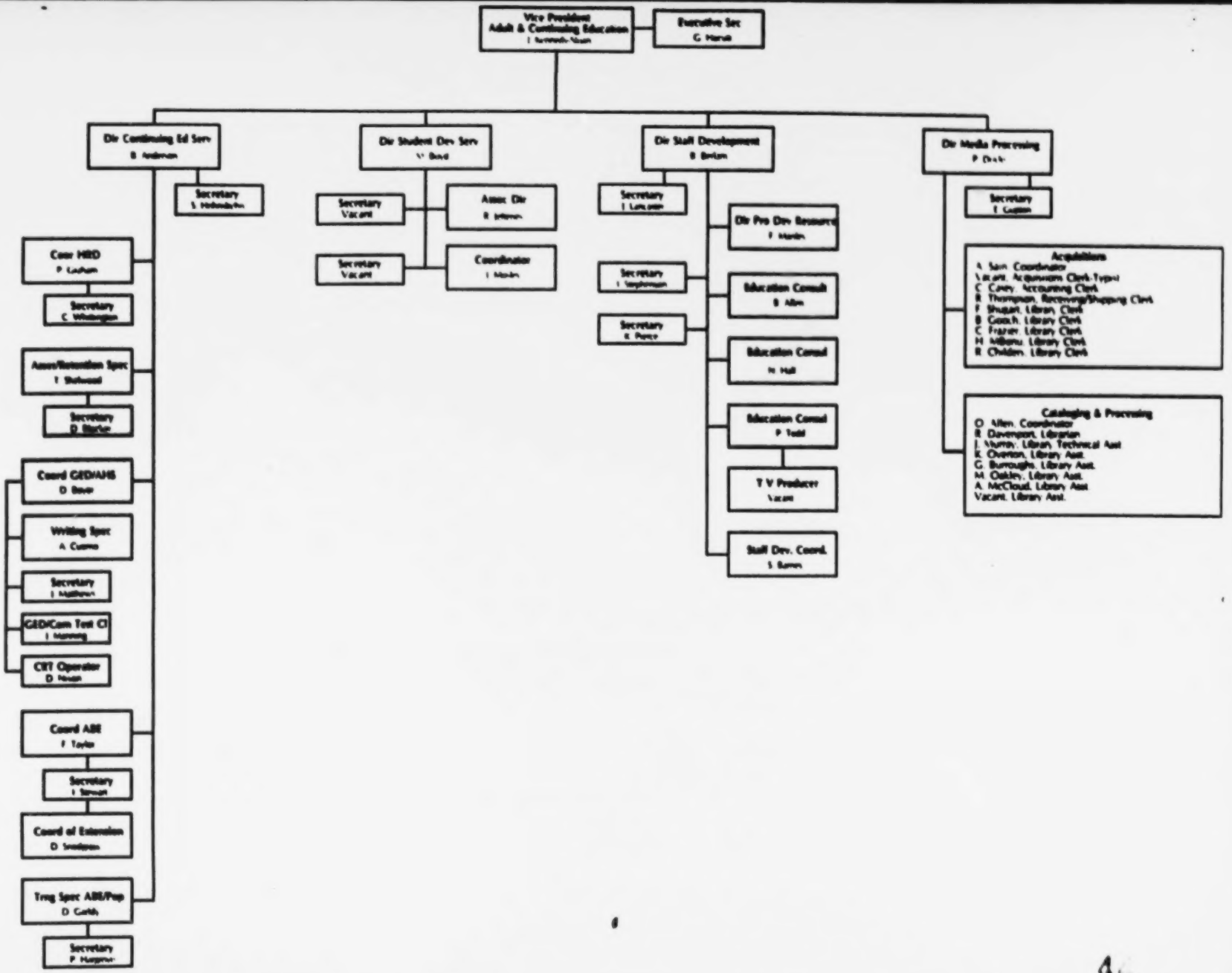
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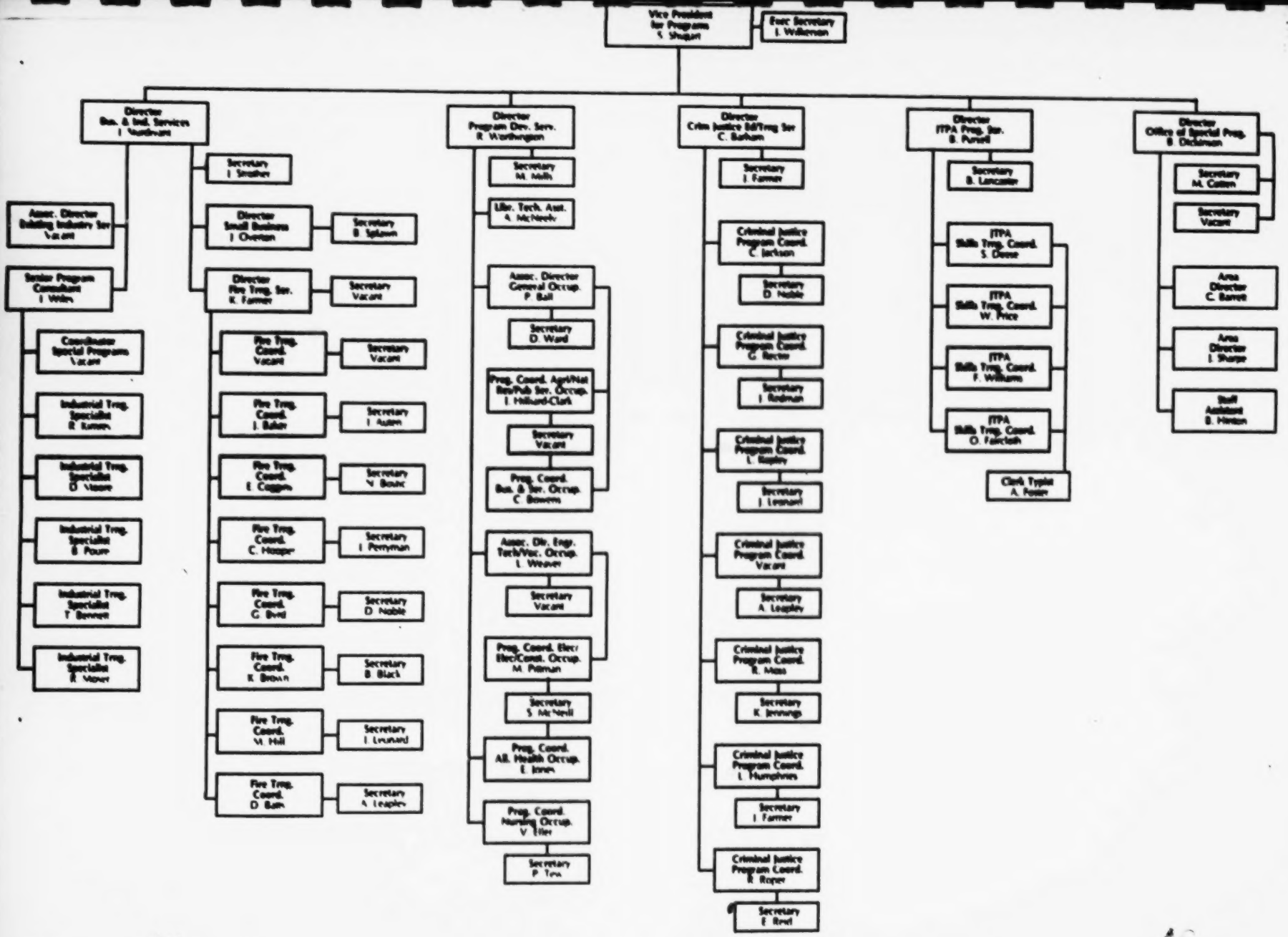
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VIRGINIA COMMUNITY COLLEGE SYSTEM

Task Force on Continuing Education and Non-Credit Instruction

Visitation Report

State -- Wisconsin

Date(s) of Visit -- July 28 and August 3, 1989

Task Force Representative(s) -- Dr. Richard J. Ernst

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Milwaukee Area Technical College

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Summary of Findings:

The Wisconsin Board of Vocational, Technical, and Adult Education coordinates a system of technical colleges in Wisconsin. The programs and services provided by the technical colleges are similar to those provided by the Virginia Community College System.

In the Wisconsin Vocational, Technical, and Adult Education System, all credit and non-credit courses are "aidable" except avocational courses for personal enrichment. State aid is distributed by a formula based on full-time equivalency in "aidable" courses.

Classification Structure:

Course offerings in the Wisconsin V.T.A.E. System are classified into eight categories:

Code Number	Category
100s	Associate in Applied Science Degree
200s	Associate in Arts Degree
300s	Diploma
400s	Continuing Education
500s	Apprentice
600s	Personal Enrichment
700s	Adult High School
800s	Advanced Technical Certificate

Courses in the 100, 200, 300 and 800 categories are similar to the credit offerings of the VCCS. Courses in the 400 and 600 categories are similar to the non-credit offerings of the VCCS. The VCCS does not offer apprentice (500) and Adult High School (700) programs.

Funding Structure:

Courses in the 100, 200, 300, 400, 500, 700, and 800 categories are defined as state "aidable" for funding purposes. Courses in the 600 category "require full cost recovery." All "aidable" courses are calculated on an FTE basis for determining state funding in accordance with the following formula:

- Degree Offerings --
  1 credit = 16 lecture or 32 or 48 lab hours*
- Diploma and Certificate Offerings --
  1 credit = 32 lecture or lab hours*
- Continuing Education Offerings --
  1 credit = 36 lecture or lab hours*
- Apprentice and Adult High School Offerings --
  1 credit = 36 lecture and lab hours*

*Credits are computed according to 50 minute periods.

To determine state funding, the FTE enrollment from all "aidable" categories are totaled and multiplied by the appropriated amount per FTE. All "aidable" categories receive the same level of funding per FTE.

Approval Structure:

All credit and non-credit programs and courses are developed at the local college level and approved by the local college board. All "aidable" programs and courses must be submitted to the state Director of Vocational, Technical, and Adult Education for consideration and approval by the State Board of Vocational, Technical, and Adult Education.

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DEC 15 1989